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[English Program for Agricultural Migrant Workers.]
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By legislative action in June 1958, the Commonwealth of Puerto Rico initiated a program to teach English as a second language to Spanish-speaking migrant workers. The purpose of the program is to improve employer-employee relationships and to help the agricultural migrant adjust to the English-oriented community when he is seasonally employed in the continental United States. Formal classes (vocabulary and language patterns), orientation periods (local laws, current events, consumer education), and recreational activities (games, sports, visits) are the 3 phases of the program. Lessons are divided into 3 groups providing for varying degrees of knowledge of English. Procedures for teaching including use of audiovisual aids are included. (JH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MIGRATION DIVISION
Department of Labor
Commonwealth of Puerto Rico

Brief Description of the English Program for Migrant Workers

INTRODUCTION

The English Program for Migrant Agricultural Workers was created in Puerto Rico by legislative action during the second ordinary session of the Third Legislative Assembly. The approval of "Ley Número 108" of June 1958 gave life to the program. The above mentioned law placed the administration and operation of the program in the hands of the Secretaries of Labor and Public Education.

The primary purpose of the program is to extend to migrant workers the benefit of the adult education program developed in Puerto Rico and -

1.- to give them during their stay in continental United States, the essential vocabulary and language patterns necessary in their employment, as well as in the community where they live, while working here.

2.- The program has a period of orientation where the worker is oriented about the customs and habits of the area in which he resides so that he can make a good social adjustment to the new environment.

Topics like local laws, current events, consumers education and others, are discussed in the orientation period.

3.- There is also a recreation period with the purpose of offering spiritual solace during their rest and study periods, which at the same time may serve to entertain them and complement the English classes as well as the orientation period.

SUMMARY

The English Program tries to approach in a positive way, most of the problems in language that in one way or another stop the communication between the Puerto Rican migrant worker, the employer, and the community where they work and live.

Before the beginning of the agricultural season about April 15, when most contract workers from Puerto Rico are being employed in this Nation, the Administrator of the Program starts interviewing candidates for teacher positions. This persons are selected through the Migration Division, Department of Labor field offices, by the Administrator of the Program, either thru correspondence, phone or personal interview; based on priority with the program, academic standpoint, mastering of English and Spanish languages, interest in the problems of the Puerto Rican migrant worker, transportation facilities (own car) and reside, if possible, reasonably near to the area where he teaches, etc.

As soon as each area office has a number of candidates, their applications including all the information relative to them are submitted for study and approval by the Administrator, after which a meeting is called of all the candidates. In this meeting they are oriented about the Program and a work contract is signed by the teacher. This means the teacher remains on the waiting list to be appointed as soon as a class is organized, feasible to his requirements. Meanwhile, and as stated in the contract, the candidate is trained on the techniques, curriculum, etc., of the classes.

To help the Administrator in his supervisory role Class Supervisors are appointed as needed. These persons will take

care of the organization of classes in the area with the help and supervision of the Administrator. As to the organization of classes, the Supervisor in each area visits the farms that have ten or more workers. First he talks to the Employer about the benefits of the English Program, then he meets the workers and does the same. The workers will register for classes voluntarily. As soon as a class is organized a teacher is assigned to it. The Program provides the necessary equipment. Each class should consist of ten or more students.

Teachers will work two hours three days a week at a rate of $7.50 per hour. These six hours must be divided to cover the three phases of the program which are formal classes, orientation period and recreational activities.

For the formal class the teacher uses the manual "English Program for Migrant Workers", prepared by the Migration Division in cooperation with the Department of Public Education of Puerto Rico and the manual "English 900", published by the Macmillan Company of New York. Other teacher aids as flash cards, movies, books, pictures, etc., are used in class.

In the orientation period the worker is briefed on different subjects that will help him identify himself with the new environment in which he will move.

Recreational activities include table games, sports,

picnics, visits to different places of interest in the community, etc. Sometimes this period is used to help those students who cannot read or write.

The Administrator very often visits the classes in all the areas and meets professionally with the teachers.

At the end of the course the workers are given a certificate which attests to their having taken and approved the classes.

The improvement and well being of the Puerto Rican migrant worker being our general objective, we try to make it possible for them to communicate with the employer and establish better working relationships, at the same time helping them to relate in a satisfactory manner to the community where they live and work.

COMMONWEALTH OF PUERTO RICO
Department of Labor Migration Division

English Program For Migrant Workers

THIS IS TO CERTIFY THAT

_____

COMPLETED A

Conversational English Course

_____ Hours

From _____ To _____

_____ _____
Teacher Administrator

Date _____ _____
Director, Migration Division

COMMONWEALTH OF PUERTO RICO

The Department of Labor - Migration Division

In cooperation with

The Department of Education - Adult Education Division

ENGLISH COURSE FOR AGRICULTURAL WORKERS

I N T R O D U C T I O N

The primary function of these units is to provide Puerto Rican adults who will engage in agricultural work in the Continental United States with the essential language patterns and vocabulary which they will need not only in their employment situation but also in the wider community in which they will be living. At the same time it is hoped that these adults will be given insight into the customs and habits of the Continent so that they can make a satisfactory personal and social adjustment to their new environment.

The instructors who will implement this program can attain these objectives through several channels: 1) They can present and practice the language items in contexts which center around socio-cultural situations; 2) They can tap and utilize the resources (both people and places) in the community to the fullest extent; 3) They can teach the orientation materials directly in Spanish; before explaining them in English; 4) They can vitalize their teaching presentations through trips, pictures, films, recordings, and other audio-visual devices; 5) They can extend, simplify, or create materials depending upon the motivation of the students and their own ingenuity and background.

The materials in this Manual have been designed for use either in Puerto Rico or in the Continental United States. Naturally, approach, to the lessons, practice activities and use of community resources, to name just a few elements of teaching, will differ depending upon the teaching locale. For examples, in the Continental United States, the teacher will make effective use of the resources and the English speaking environment around him not only to motivate learning but also to intensify and extend practice.

Principles and Suggestions for Making the Most Effective Use of This Material:

1. Our aim is to give students the increasing ability to understand, speak, read and write English with major emphasis on the understanding and speaking phases.

2. These abilities should be presented and practiced in the same order; i. e., students should hear English before being expected to speak it; they should read it before being expected to write it.

3. For the structures and vocabulary (Sections A & B of each unit) in which it is hoped the students will be given automatic control, the following basic steps are recommended in the sequence in which they are listed here: (+)

a) The instructor will say the new word or pattern orally several times while making its meaning clear by showing a picture, by dramatizing, by giving a synonym, by giving a translation or by using any other appropriate device.

b) The entire class (in chorus) will be asked to repeat the word or structure.

c) Individual students will be asked to repeat the word or structure.

d) The instructor will then write the word or structure at the board and will say it as he points to it with a sweeping gesture from left to right.

e) The students (in chorus) will now be asked to "read" the word or structure. (as the instructor points to it).

f) Individual students will be asked to "read".

g) The word or structure will be practiced in a variety of situations.

(+) Detailed suggested procedures are found in the first five units. We hope these will serve as guides for the development of subsequent lessons.

4. It is desirable that new language items be practiced with limited vocabulary and structures with which the students are thoroughly familiar. For example, in teaching adjectives, it is wise not only to start with those which are easily demonstrable, but also to present them in short familiar patterns such as: This is a (red) pencil.

5. The instructor should serve as a model of pronunciation at all times. Even when reading by the students is to be "silent", the material should be read orally by the teacher first in order to avoid any mispronunciation or incorrect memorization by the students.

6. Without going into any detailed study of pronunciation, it will be helpful to spend a few minutes during each session practicing the sounds most often mispronounced. For our purpose it is best to use only known vocabulary in giving pronunciation practice.

7. Since the students will have little or no time to study by themselves, it is suggested that, when time permits at the end of the session, there be a short supervised study period (e.g.) dialogue repetition; question and answers; copying of materials). ALL exercises practice which follow the dialogue should be done orally under teacher guidance.

8. The reading material for the students has been written in the form of dialogues in order to permit wide student participation. Until the students feel secure, however, the teacher should take all roles, gradually asking less timid students to take a role. When initial timidity has been overcome and a pattern for dramatization has been established, students can play the roles. Role playing is recommended, however, only after the teacher has read the entire dialogue through for the reasons cited in 5 above. (Please refer to Using the Dialogues for further detailed suggestions.)

9. When students become more able to manipulate language, words and names in the dialogues can be changed to conform more closely to the situation in which the students find themselves.

10. Depending upon incidents or emergencies which may arise in the Continental United States, it may be found necessary to present a unit out of the sequence in which it is listed. For example, illness among the men would make it more imperative that the unit on "Getting Medical Help" be given priority of presentation rather than the unit on "Recreation".

11. English should be used as much as possible in the classroom. By constant repetition of directions and statements in actual classroom situations, meaning will become increasingly clear to the students. Classroom routines such as taking attendance or asking students to recite should be carried out in English from the very beginning of the course.

12. Spanish may be used to explain words and concepts which cannot be understood in any other way (pictures, pantomime, etc.) and to insure comprehension by the students. It goes without saying that Spanish will be used in the direct teaching of orientation materials.

13. Translation from English to Spanish should not be used unless it is the only way to check comprehension. It is essential that students listen to and practice English as much as possible. The time spent on translation can be used to better advantage in intensive practice of English language patterns.

14. Although units have been planned for each course session, the teacher may find that he cannot complete a unit in one session because of various factors. The next class session should then be spent on presenting or practicing the uncompleted unit rather than on proceeding to a new unit.

15. Although it is hoped that all units appropriate to the group (+) will be covered before the termination of the course, it is more important to give the students

(+) - Please see pages 6 and 7 for suggested groupings.

through and intensive practice in each unit than a cursory presentation of all the units in the group.

16. Because of the heterogeneity of the student population, the instructor may find it necessary to group students in the classroom. More able students may assist the teacher by serving as group leaders. Such a procedure will not only give the group leader status and a feeling of achievement but it will afford him excellent opportunities for intensive practice in English.

17. In order to maintain motivation and interest among the students, it is suggested that the two hour session be divided into varied activities. A suggested schedule is submitted here for your possible use. Each instructor, however, will know best when a plateau in learning has been reached and when a change of activity is indicated.

TWO HOUR SESSION

First 15 minutes	-	Greetings, attendance, building of rapport through general conversation, current news items, etc.
Next 15 minutes	-	Review of previous unit or assignment and pronunciation drill of commonly mispronounced sounds.
Next 30 minutes	-	Presentation and practice of the new structure and vocabulary.
Next 15 minutes	-	Orientation material (in Spanish).
Last 45 minutes	-	Presentation and practice of dialogues and supervised study period (ref. 7).

18. Language items and vocabulary within each unit are to be considered as <u>minimum</u> essentials. Depending upon such factors as the abilities and interests of the students, the resources available, and the needs of the students, the instructor may

wish to add other vocabulary or structural items within the same unit. For example, in the on "Telling Time" only the hours and half hours are given. If, because of work exigencies, the students need to be made familiar with the vocabulary and concepts relating to minutes before and after the hour, the instructor should add these to the lesson presentation.

19. In each unit, words in parenthesis may be substituted by other similar words as soon as the students know how to use the basic pattern.

20. The Language for Comprehension (Teacher Material) consists of phrases, idiomatic expressions and vocabulary which were needed to make the dialogues sound more natural. It is not intended that all students learn to make these language items part of their active vocabulary. On the other hand, nothing should prevent individual students or groups of students who demonstrate ability from learning to use these items in all communication situations.

GROUPING OF STUDENTS

Wherever possible, every attempt will be made by the Administrator of the Program to group incoming students according to previous schooling and knowledge of Spanish and English. Wherever possible, the Administrator will also make provision for interested students and for those who remain in the States for a longer period of time to move from one group to another without difficulty.

At present, it is planned to use the administrative divisions of students and unit materials found below. It is important to remember, however, that the maximum flexibility should be maintained in the grouping of students and in the presentation of materials. Where the change in grouping or the material is not practical or feasible or where the student is not receiving the optimum benefit from the course, adaptations should be made after consultation with the Administrator.

GROUP A: (Students with little or no previous schooling).

Use Lessons 1 - 10, blue. The six weeks - or an equivalent of 18 sessions - will be devoted to thorough study and drill of this material. This means that a bit more than one two-hour session will be dedicated to each lesson.

GROUP B: (Students who have been in school 4 - 7 years or who have equivalent knowledge of English).

Use Lessons 1 - 10, blue, for a very quick review; then space use of Lessons 11 - 18 (green, labeled "All Groups").

GROUP C: (Students who have been in school more than 8 years or who have fair speaking and reading knowledge of English).

Use Lessons 1 - 18 for a review and practice; then, use Lessons 19 - 22 (yellow, marked "Special Group C") supplemented by other reading material (short stories, newspapers and magazines, orientation and information booklets).

The unit of study, which we call the "course", is designated to last for six weeks -- in the average situation in which three sessions are held weekly. In situations that cause only two classes (sessions) to be held weekly, as in the case where more than three occur, eighteen sessions will be considered a complete course. Repetitions of the six-weeks' units will be continued as long as the workers remain in the farms.

Continuations and repetitions of courses can be used in two ways. They can be the means by which the men can obtain additional practice and greater proficiency in the material studied. Secondly, when the group has grasped and digested the initial (the first six weeks') material, new material of the next higher level can be utilized during part of the second six weeks.

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The Department of Labor - Migration Division

in Cooperation with

The Department of Education - Adult Education Program

ENGLISH COURSE FOR AGRICULTURAL WORKERS

SUGGESTED PROCEDURE (1)

It is recommended that the sequence below be adhered to rather carefully since it is based upon accepted principles of language learning; e.g., that learning proceeds from the knowing to the unknown; from the simple and concrete to the more complex and abstract; from listening to speaking, to reading, to writing.

1. Introduce yourself (in Spanish only for the moment).

2. Say, "Buenas tardes, señores" and a little more emphatically and slowly, "Good evening, gentlemen".

3. Repeat, "good evening" several times.

4. Ask the students to repeat the words in chorus after you.

5. Ask groups of students and then individual students to repeat after you.

6. Write the words at the blackboard. (Use manuscript or cursive writing, depending upon educational background of your students).

7. Read them to the class.

8. Ask the class to read them after you. (Train them from the outset to respond to the English, "Read after me, please").

9. Ask individual students to read them after you.

10. Flash the card containing "good". Have a tudent read it. Place it in the pocket chart.

11. Do the same for "evening". Place the card next to "good" in the pocket chart.

12. In Spanish, tell the students that you will now learn how to introduce yourselves in English.

13. Say, "Me llamo _____." Follow this immediately with, "My name is_____".

14. Say, "Repeat after me, "My name is".

15. Proceed as in steps 4-9 above.

16. Place the expression "My name is" in the pocket chart in line 2.

17. Tell the pupils you are going to ask several for their names. Say, "Listen carefully to my question, "What's your name?"

18. Ask several pupils, "What's your name?" Elicit, "My name is _____."

19. Say, "Now you will learn to ask the question."

20. Teach, "What's your name" as in steps 4-9 above.

21. Place the question "What's your name?" in line 3 of the pocket chart.

22. Engage in practice in the following way:

    a. Have a student say to the person next to him, "Good evening. My name is_____. What's your name?"

    b. The 2nd student will answer, "Good evening. My name is _____."

    c. The 2nd student will turn to the student next to him and say, "Good evening". My name is_____. What's your name.

    d. This procedure, (which we will call the "Round Robin" procedure throughout this manual) will be continued until each student in the class has participated.

23. Explain that very often, as in Spanish, the shortened form might be used for "What's your name."

24. Teach "What's yours?" in the accepted manner.

25. Ask, in Spanish, what people usually say when they meet. Teach the English, "I'm (glad) to meet you." ("Happy" or "pleased" are often used).

26. Place the sentence in line 4 of the pocket chart.

27. Give practice in reading all the sentences in the pocket chart. Have the class read in chorus after you. Then have individual pupils read.

28. Take out the clock. Move the hands to a morning hour and say that in greeting someone at that hour you would say "Good morning."

29. Teach the expression "Good morning as in steps 3 to 9 above.

30. Continue moving the hands of the clock until you have taught the meaning, use and form of "good morning", "good afternoon", "good evening" and "good night".

31. Have a student come up and move the hands of the clock.

    Ask in English "What would you say?" Help the student give the appropriate expression (Good morning, etc.)

32. Have the students open their text to lesson 1. Read the sentences to them.

33. Have them read in chorus after you.

34. Have the students dramatize a situation in which two strangers meet.

35. If time permits, introduce "How are you?"

36. Have the pupils write the sentences in their notebooks.

SUGGESTED PROCEDURE (2)

1. After greeting the students indicate that you are going to review the English learned during the previous session.

2. Ask several individual pupils, "What's your name?" (Help them to give the correct response).

3. Engage in practice of "What's your name?" and "My name is" using the Round Robin technique (refer to Lesson 1, Page 3, item 22).

4. Have a student come to the front of the room. Ask him, What's your name?" When he answers, walk away from him, point to him and say, "His name is _____."

5. Repeat this with a number of students before teaching the expression, "His name is" in the accepted manner; i.e., the class will repeat after you; individual pupils will repeat; you will place the expression at the blackboard and say it again; the class and <u>then</u> individuals will read it; you will place the flashcard in the pocket chart and read it again.

6. Teach "What's his name?" following the procedure above.

7. Give practice by having groups of four students asking and answering questions; e.g., the 1st student will ask a 2nd student, "What's your name?" The 2nd student will answer. The 3rd student will ask a 4th, "What's <u>his</u> name?", pointing to the 2nd student. The 4th will answer, "His name is _____."

8. Explain and teach the use of the shortened form, "His name's _____."

9. Have individual students point to other students and ask <u>you</u>. "What's his name?" Use the short form, His name's _____.

10. Seize an opportunity to teach, "I don't know", by pretending that you don't know a student's name.

11. Present the new expression "I don't know" in the manner outlined in 5 above.

12. Teach "I don't understand" in the same manner.

13. Explain, in Spanish, that undoubtedly when they will not be understood, they will be asked to speak "slowly". Say "lentamente" or "despacio", following it quickly with the word "slowly" in which you will now give choral and individual practice.

14. Introduce the need for learning the alphabet by saying that often they may not be understood <u>even</u> when they speak slowly. They may then be asked to "spell" their name.

15. Teach the letters of the alphabet.

16. For practice, help <u>each</u> student spell his name. Precede this activity by saying, "Spell your name slowly."

17. Engage in practice in the following way:

    a. Have a pupil ask <u>you</u>, "Spell your name slowly".

    b. You ask several individual pupils, "Spell your name slowly".

    c. Have pupils ask each other, "Spell your name slowly."

18. Have individual pupils read the flashcards.

19. Ask individual students to match the flascard with a word at the blackboard.

20. Have all the new expressions copied into notebooks.

21. Help the students read and study the material "For the Student."

SUGGESTED PROCEDURE (3)

1. Review, "What is his name" and "His name is" by engaging in the Round Robin technique or by giving the three-way practice described in Lesson 2, step 16.

2. Explain in Spanish that they will be working with many new people and that they will see new people on their job. Ask what they would normally ask someone in Spanish if a person whom they did not know came to the farm or to their place of employment. Elicit "Who's he?" and "What's his name?"

3. Teach them the expression "Who is he?" and "Who's he?" following all steps outlined in Lesson 2, step 5.

4. Practice the new expression by asking a student "Who's he" about his neighbor. Elicit, "He's _____" (with the student's name).

5. Present the work "teacher". Then have students ask each other, "Who's he?" pointing to you. Elicit, "He's the teacher".

6. Using the picture of job situations, give pupils the name of various people they may encounter at work; e.g., the boss, the foreman, the manager.

7. Give practice in the meaning and use of these words by showing pictures of people in job situations, having students ask, Who's he?" and eliciting an appropriate response such as, "He's the manager".

8. Explain in Spanish that often the name of the individual is given; e.g., "He's Mister _____" when the question, "Who's he?" is asked.

9. Teach the pronunciation, meaning and use of "Mister".

10. Teach the abreviation, "Mr.".

11. Explain in Spanish that workers are often sent to the office to collect pay, discuss jobs, etc. Teach, "Go to the office".

12. Practice the expression "go to" by (1) directing the students to go to other parts of the room (the window, the door, the blackboard, the desk) and (2) having a student leader direct a fellow student to "go to" various parts of the room.

13. Explain that workers are asked to sign a payroll or other forms and that they will be asked. "Sign your name here".

14. Use the flashcards to give additional practice in reading the new expressions.

15. Have individual students match the flashcards with words at the board.

16. Dramatize a situation in which a worker will report to an office to ask for his pay. This will enable you to review expressions such as "What's your name?", "I don't understand", "Spell your name", "Sign your name here".

17. In order to insure wide participation but with emphasis on good pronunciation, you take the role of manager first, and then of a worker. Later have your students take both roles.

18. Have the new expressions copied into notebooks.

19. Help students read and study the material "For the Students".

SUGGESTED PROCEDURE (4)

1. Have an oral review of "What's your name?"; "My name is"; What's his name?"; "His name is_____". Do this by using the Round Robin technique in which all students can participate.

2. Write the expression, "What's your name" at one side of the blackboard leaving a large space between "your" and "name".

3. On the board directly next to it, write, "My name is_____".

4. Explain that English is very simple and that it will be easy for them to build sentences once they know a basic expression. Tell them you will show them how to form many new questions from the basic one, "What's your name?".

5. By giving the Spanish names of the family members quickly followed by the English, show at the blackboard how these are placed between " your" and "name"; e.g.,

What's	your	father's	name?
		mother's	
		sister's	
		brother's	
		wife's	

6. Now teach the pronunciation, meaning and use of the names of family members.

7. By sweeping your hand under "What's your", then the name of the family member and then the work "name" give enough practice in reading so that the pattern becomes obvious to the students.

8. Go to the next board. Say that when someone asked about your father's or your brother's name, you would answer, "His name is_____". When someone asked about your mother, sister or wife, you would answer, "Her name is_____".

9. Write the pronouns under my indicating consistency of pattern again, thus:

My	name	is	_____.
His			_____.
Her			_____.

10. Elicit a general statement about the use of "his" with masculine words and "her" with feminine words; avoid all grammatical terminology, however.

11. Give practice in reading and in answering questions remembering always:

    a. The teacher asks a student.

    b. A student asks the teacher.

    c. A student asks another student.

12. Dramatize an office situation again. Ask students to tell you the questions they might be asked about their family when applying for a job. Elicit, "Do you have a wife (father) etc."

13. Teach the question "Do you have" with <u>wife</u>, <u>father</u>, <u>mother</u>, <u>brother</u>, <u>sister</u>. Again try to show pattern.

14. Teach the affirmative response, "Yes, I do".

15. Practice by:

    a. Having individuals read the flashcards.

    b. Having the flashcards matched with words at the board.

    c. Asking questions such as, "Do you have a father?" At the response, "Yes, I do" ask, "What's his name?"

16. Have the new expressions copied into notebooks.

17. Have a job seeking situation dramatized.

18. Assist the students to read their material.